

Healthy Child Care



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Activities that Promote Racial and Cultural Awareness

After a workshop session on cultural awareness, I was asked, "Does this really matter? Will adding skin-tone crayons make a difference in children's lives?" "Yes," I said, "skin-tone crayons help a child become aware of who he is and who others are."

After age 9, racial attitudes tend to stay the same unless the child has a life-changing experience (Aboud, 1988). Before that, however, we have a good chance to help children develop positive feelings about their racial and cultural identity. We can also challenge the immature thinking that is typical of very young children. That's important because this type of thinking can lead to prejudice (York, 1991).

Children develop their identity and attitudes through experiences with their bodies, social environments, and their cognitive developmental stages (Derman-Sparks, 1989). As these three factors interact, young children progress through certain stages of racial and cultural

awareness. In this article, we'll talk first about the stages of racial awareness. Then we'll give you some ideas for activities that will help children accept themselves and others.



When does it start? The foundation of self-awareness is laid when children are infants and toddlers. At these stages, children learn "what is me" and "what is not me." Toddlers are sensitive to the feelings of the adults around them, and they begin to mimic adult behavior. By age two, children recognize and explore physical differences. They are also learning the names of colors, and they begin to apply this to skin color. Natural curiosity will lead to questions about

differences.

THE PRESCHOOL YEARS (age 3 and 4). Children of this age are better at noticing differences among people. They have learned to classify, and they tend to sort based on color and size. They can't yet deal with multiple classification, so they get confused about the names of racial groups and the actual

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Ask the Bureau

This column is to address some of the frequently asked questions from child care providers, directors, and staff. If you would like to ask a question of the Bureau of Child Care to be considered for this column, please email Jo Anne Ralston at ralstj@dhss.mo.gov.

HeadsUp Missouri Brings *Winning Teams* to Missouri

Winning Teams® is a 27-hour course produced by RISE Learning Solutions that instructs parents, child care providers, and teachers to team as partners in the care and education of children from birth to age 6. RISE offers three 9-hour series, *Nurturing the Young Learner*, *Guiding Behavior*, and *Learning to Read and Write*.

February 17, 24, and March 2 Guiding Behavior brings to life effective strategies for working with challenging behaviors while increasing adults' confidence and competence in guiding the behavior of young children.

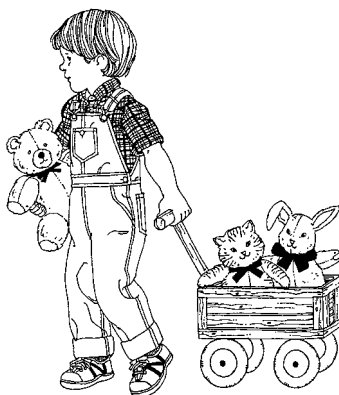
March 9, 16, and 23 Nurturing the Young Learner focuses on understanding developmentally appropriate practices, which in turn helps children start school ready to learn.

April 13, 20, and 27 Learning to Read and Write is based on the latest research in early childhood development,

which shows that the process of learning to read and write actually begins at birth. The series will help parents and teachers learn how to support the development of early literacy skills in young children both at home and in child care settings.

Participating in *Winning Teams* can qualify the learner for continuing education units from participating state governments and professional-development groups in early childhood education.

Contact your local Child Care Resource and Referral Agency for registration information, and the nearest training site.



This publication provides topical information regarding young children who are cared for in child care settings. We encourage child care providers to make this publication available to parents of children in care or to provide them with the web address (www.dhss.state.mo.us/HealthyChildCare/index.html) so they can print their own copy.

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Consumer Product Safety Commission

The U. S. Consumer Product Safety Commission (CPSC) is an independent federal regulatory agency that works to reduce the risk of injuries and deaths from consumer products. You can reach the CPSC through:

- ◆ The CPSC toll-free Hotline at (800) 638-2772 or (800) 638-8270 for the hearing and speech impaired.
- ◆ The CPSC web site address at <http://www.cpsc.gov>

How to Obtain Recall Information

The U.S. CPSC issues approximately 300 product recalls, including

many products found in child care settings.

Many consumers do not know about the recalls and continue to use potentially unsafe products. As a result, used products may be loaned or given to a charity, relatives, or neighbors, or sold at garage sales or secondhand stores. You can help by not accepting, buying, lending, or selling recalled consumer products. You can contact the CPSC to find out whether

products have been recalled, and, if so, what you should do with them. If you have products that you wish to donate or sell and you have lost the original packaging, contact the CPSC for product information.

To receive CPSC's current recall information automatically by e-mail or fax or in a quarterly compilation of recalls sent by regular mail, call CPSC's Hotline and after the greeting, enter 140, then follow the instructions given.

Each issue of this newsletter will highlight a recalled product or a safety issue; however, it would be wise to check with the CPSC on a regular basis for more comprehensive information.

CPSC, Graco Children's Products Announce New Safety Instructions to Prevent Injuries with Portable Play Yards with Raised Changing Tables

In cooperation with the U.S. CPSC, Graco Children's Products Inc., of Exton, Pa., is providing new instructions for about 538,000 "Pack 'n Play" portable play yards with raised changing tables. When children are placed in these portable play yards when the changing table is still in place, they can crawl under and lift the table up. If this occurs, a child's head and neck can become trapped between the changing table and the play yard rail, causing a strangulation hazard. The recall is designed to warn consumers of this hazard, and to provide warning labels to affix to the changing tables.

The commission and Graco are aware of the death of a 13-month-old girl, who strangled when her neck became trapped between the Pack 'n Play rail and the raised changing table.

Only "Pack 'n Play" portable play yards with raised changing tables are part of this recall. They also are sold with an infant bassinet. "GRACO" and "Pack 'n Play" are written on the side of the play yard. These play yards have model numbers 2016, 35235, or model numbers that begin with 9531 or 9533. The last three digits of the model number will vary. The model number can be found on a label on the white plastic center cone under the play yards. "MADE IN CHINA" also is written on the bottom label. Models 2016, 35235, 9531 and 9533 that are currently sold at retail and that have green stickers on the boxes, indicating that the unit has been modified, are not recalled.

Discount, department and juvenile product stores nationwide sold these portable play yards from October 2001 through September 2003 for between \$99 and \$119. Consumers should never place a child in these portable play yards when the changing table is still in place. Consumers should immediately contact Graco to receive a free warning label to be affixed to the changing table. Consumers can contact Graco at (800) 233-1546 anytime, or visit the firm's Web site at

www.gracobaby.com

Healthy Weight in Children

The number of overweight children in the United States has increased dramatically in recent years. Over 10 percent of children ages 2-5 are overweight and the problem gets worse as children get older. Over the last two decades, the number of “extremely overweight” children has nearly doubled. For most children, overweight is the result of unhealthy eating patterns (too many calories) and too little physical activity. Since these habits are established in early childhood, efforts to prevent overweight should begin early.

As a childcare provider, you play a part in the complex job of preventing overweight in children. The tips in this article will be helpful with all children, not just those who are overweight. The most important strategies for preventing overweight are healthy eating behaviors, regular physical activity, and reduced sedentary activity (such as watching television and playing computer games). These preventive strategies are part of a healthy lifestyle that should be developed during early childhood.

Provide Healthy Eating Experiences

- *Provide healthy meals and snacks that meet the requirements of USDA’s Child and Adult Care Food Program (CACFP).* Use plenty of fresh fruits

and vegetables and whole grains.

- *Limit high sugar and fat foods without being overly restrictive.* Fat should not be restricted for children younger than 2 years of age. Children between ages 2 and 5 should consume gradually less amounts of fat so that by about age 5 their diet contains no more than 30 percent of calories from fat.
- *Make mealtimes a pleasant and sociable experience.* Provide opportunities to help children develop positive attitudes about healthy foods and learn appropriate eating patterns, meal time behavior, and communication skills. Allow children to decide how much to eat. Encourage children to eat slowly. Do not use food as punishment or reward.

Promote Physical Activity

Physical activity is an important part of good health and helps children to maintain appropriate healthy weights. Young children need at least 60 minutes of physical activity daily. Keep it fun and safe by providing age-appropriate equipment and activities.

- *Provide daily outdoor play or alternative activities during bad weather.* Maximize opportunities for large motor muscle activity, such as jumping, dancing, marching, kick-

ing, running, riding a tricycle, or throwing a ball.

- *Encourage children to keep moving by including active games and play throughout the day.* Use music, dance, and make-believe. Provide toys and equipment that encourage physical activity, such as balls, hula hoops, bubbles, and cardboard boxes.

Teach Healthy Eating Habits

- *Provide daily nutrition activities, lessons, and learning experiences to promote positive attitudes about good nutrition and health.* Teaching healthy eating practices early will help children approach eating with the right attitude – that food should be enjoyed and is necessary for growth, development, and energy.
- *Help families to understand and practice healthy eating habits.* Provide parents with information on children’s nutrition needs and healthy eating so they can encourage young children to develop healthy eating habits.
- *Provide all child care staff with nutrition and foodservice training.* Staff should know the basic principles of child nutrition and the strategies for creating a positive environment. This knowledge will help pro-

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Healthy Snack Ideas for Children Ages 3-5					
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Milk (3/4 cup)				Milk	
Fruits / Vegetables (1/2 cup)	Vegetable Bites (carrots, broccoli, celery, peppers)	Friendship Fruit Salad (recipe below)			Shredded Carrots (1 Tbsp. as garnish)
Grains / Breads (1 serving)	Bread Sticks	Granola Topping (1 Tbsp. as garnish)	Crackers	Pasta Veggie Salad with Grated Cheese	Wheat Pita Bread
Meat / Meat Alternate (1 ounce)		Vanilla Yogurt	Sliced Turkey and Cheese		Hummus (Chick Pea Spread)
Other	Lowfat Ranch Dip				

Friendship Fruit Salad

Combine nutrition education and healthy eating with this colorful fruit salad. Fruits used can vary according to seasonal availability.

Yield: 10 servings **CACFP Meal Pattern Contribution:** ½ cup fruit / vegetable*

Serving Size: ½ cup

INGREDIENTS

½ cup seedless watermelon	½ cup apples (1 small)	½ cup mandarin oranges (in juice)
½ cup cantaloupe	½ cup blueberries	
½ cup pineapple rings (in juice)		
½ cup seedless grapes**	½ cup strawberries	
½ cup honeydew melon	½ cup banana (1 small)	

PROCEDURE

1. Have children wash hands thoroughly for at least 20 seconds in warm, soapy water.
2. Prepare fruit (adults): Wash and drain fresh fruit (grapes, blueberries, strawberries, apples). Core apples. Remove rind and seeds from melons. Pour juice from canned oranges and pineapples into large bowl. Cut melons and apples into large pieces. Cut grapes length-wise into quarters. While working, discuss each ingredient with children, such as size, shape, color, taste, how it grows, etc.
3. With adult supervision, give each child a plastic knife and a piece of fruit to cut into bite size pieces.
4. Have children take turns pouring their fruit into the bowl. As each child pours fruit into the bowl, ask them to name the fruit and tell something about it. Mix together when all fruit is added.
5. Serve ½ cup fruit salad per child.

*For a snack that meets the CACFP meal pattern for ages 3-5, top fruit salad with 1 ounce vanilla or fruit yogurt. Garnish with 1 tablespoon granola cereal.

**Whole grapes are a choking hazard for young children. Cut lengthwise in quarters.

CACFP Training Schedule

Orientation training for the Child and Adult Care Food Program for child care centers is held in the five district offices located throughout the state on the following dates:*

January 13, 2004
February 19, 2004
March 18, 2004

**Shelter and after-school training held separately.*

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mote the development of good eating habits, the importance of role modeling healthful behaviors, and healthy food preparation techniques.

- Be a role model. Set a good example for children to follow by demonstrating healthy eating behaviors and an active lifestyle. Be mindful of modeling appropriate behaviors, such as enjoying a variety of foods, being willing to taste new foods, and enjoying physical activity. Do not eat or drink anything in front of the children they are not allowed to have, such as soda, candy, or coffee.

Promote A Healthy Body Image

- *Be supportive.* Help

children to accept and feel good about themselves by supporting, accepting, and encouraging them, regardless of their body size or shape.

- *Provide opportunities for children to master skills using their bodies.* Build self-esteem by praising each child's strengths.

Adapted from Mealtime Memo For Child Care. National Food Service Management Institute-The University of Mississippi

Article provided by:
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Child Care Immunization Status Reports Due January 15, 2004

The 2004 Child Care Immunization Status Report has been distributed to child care providers and is due to the Section for Communicable Disease Prevention, Missouri Department of Health and Senior Services, by January 15, 2004. Missouri law, RSMo 210.003, requires administrators of public, private, and parochial child care centers, preschools, and nursery schools caring for 10 or more children to submit an annual report on the immunization status of all children who attend their facilities.

These children must be immunized according to child care requirements or have on file information that shows they are in the process of being immunized or have a medical or parental exemption. Preschool-aged children are required to be

immunized against diphtheria, tetanus, pertussis; polio, measles, mumps, rubella, Haemophilus influenzae type b, hepatitis B, and varicella.

The child care health consultant nurse at your local health department can assist you in understanding the immunization requirements and in completing the report. If you would like additional information, please contact Janet Koetting, Missouri Department of Health and Senior Service at (573)751-6439, or your regional immunization representative.

Outdoor Play in the Winter...It's Still Important

Even in the midst of winter it's important that children have outdoor play time each day, weather permitting. While there is a belief that getting out in the cold air can cause a cold, studies have shown that fresh air is healthy and can reduce the spread of infection. When children and adults are confined to overheated and poorly ventilated indoor space, germs and illnesses are passed easily from one person to another. Outside fresh air lessens the chance of spreading illness since children are not rebreathing the germs of the group.

The benefits of daily outdoor play also allows the children to burn energy, provide a change of environment, and allows the opportunity for large muscle activities.

One of the most frequently asked questions to licensing staff in the winter is, "When is it too cold to take children outside?" The licensing rules do not give a temperature, which allows the child care provider to use his or her own judgment. It's important to remember that wind chill plays an important factor in the decision. If the sun is out and the wind is blowing at 20 mph, 40 degrees may feel more like 18 degrees, and you may decide to stay inside.

To aid you in your decision, you may want to refer to a wind chill chart or listen to the weather in your area for current information on the wind chill.

In addition to getting outside,

there are ways you can improve the indoor air quality in your child care facility to lessen the spread of illness. Since germs love warm, dark, damp environments, keep your facility clean and dry. Keep the air temperature between 68 and 75 degrees Fahrenheit, and open the windows in each room each day for a few minutes. Make sure the windows are screened and only opened slightly (less than 6 inches). This will allow the air to circulate.

Enjoy a healthy and happy winter!

Information for this article was taken from various websites, including: <http://ericps.crc.uiuc.edu/cchp/factsheet/playoutd.html> and www.idph.state.ia.us.

Wind Chill

- 30° is **chilly** and generally uncomfortable
- 15° to 30° is cold
- 0° to 15° is **very cold**
- -20° to 0° is **bitter cold** with significant risk of frostbite
- -20° to -60° is **extreme cold** and **frostbite** is likely
- -60° is **frigid** and exposed **skin will freeze** in 1 minute

Child Care Weather Watch										
Wind-Chill Factor Chart (in Fahrenheit)										
		Wind Speed in mph								
		CALM	5	10	15	20	25	30	35	40
Air Temperature	50	50	48	40	36	32	30	28	27	26
	40	40	37	28	22	18	16	13	11	10
	30	30	27	16	9	4	0	-2	-4	-6
	20	20	16	4	-5	-10	-15	-18	-20	-21
	10	10	6	-9	-18	-25	-29	-33	-36	-37
	0	0	-5	-21	-36	-39	-44	-48	-49	-53
	-10	-10	-15	-33	-45	-53	-59	-63	-67	-69
	-20	-20	-26	-46	-58	-67	-74	-79	-82	-85
	-30	-30	-36	-68	-72	-82	-87	-94	-98	-102

☐ Comfortable for Outdoor Play

■ Caution

■ Danger

color of their skin. They wonder why two people with different skin tones are considered part of the same racial group. Many preschool children will comment - in words or through actions - on hair texture, eye shape, and other physical characteristics. They want to know how people got their color, hair texture, and eye shape.

Children at this age believe that because other parts of their body grow and change, skin color and other physical traits could also change. Some young black children prefer white dolls over black dolls (Clark, 1963). More often than white children, they may say that they don't like their skin color, hair texture, or another physical trait. By age four, children begin to prefer one race.

At this age, children's thinking is limited, distorted, and inconsistent. For these reasons, it is easy for them to believe stereotypes and form pre-prejudices. In the Anti-Bias Curriculum (1989), Louise Derman-Sparks states, "The goals are to facilitate children's awareness that their racial identity does not change, to help them understand that they are part of a large group with similar characteristics (not "different" from everyone else) and to foster their desire to be exactly who they are."

KINDERGARTEN (age 5 and 6). Kindergartners continue to ask questions about physical differences, and they can begin to understand the explanations for these differences. They can

now make distinctions between members of the same racial or cultural group. At this age, children are developing social skills and becoming more group-oriented. They enjoy exploring the culture of their friends. By age six, most children understand the concept of fair and unfair, and they often use these concepts as they try to deal with issues.

THE EARLY PRIMARY YEARS (age 7 and 8). At this age, children acquire racial constancy. They now understand that a person's skin color will not wash off or change but will remain the same as she grows up. At this age, children can also consider multiple attributes at one time. They can now understand how one person can be a member of several different groups. For example, a person can be part of a family, a classroom, a culture, and a race.

Children can also understand feelings of shame and pride at this age, and they are aware of racism against their own group. They are able to empathize, and they are interested in learning about the world. It's the perfect time for giving them accurate information so they grow out of "preschool" ways of thinking (York, 1991).

Now that you understand how children develop their racial and cultural awareness and identities, it's time to encourage them to accept and celebrate their differences. We want to help all children develop a positive self-concept and feel proud of who they are - although we don't want them to

feel better than other groups, either! If this positive sense of self and others is allowed to flourish, today's children will become adults who accept and affirm differences, identify unfair situations, and strive to eliminate racism of any sort. A first step in helping children feel positive about racial and cultural identity is reflecting diversity in their surroundings. Children notice when the only dolls there are to play with don't look anything like them. Books and toys that reflect racial and cultural diversity serve two purposes. They not only help children of color feel good about themselves, they help all children feel positive about differences. Here are some ideas you can try.

- Remove materials and visuals that promote stereotypes.
- Display images of all the children and families in your program.
- If your group is not diverse, display images of diversity in your community or in U.S. society.
- Add toys and materials that reflect the cultures of the children and families in your group. Then expand to include materials that mirror the diversity in the world.

Activities for Preschoolers

Skin-Color Match-Ups

Set out a number of nylon knee-high stockings in various shades, tan, black, white, pink, yellow, and red. Encourage children to try them on their hands and arms or their legs

and feet. Ask questions to help the children increase their awareness of skin color. For example, "Can you find a stocking that is the same color as your skin?" Or "What color is that stocking you have on your arm?" Ask the children to "Try the _____ stocking. Is it lighter or darker than your own skin?" Tell the children no one's skin color is really white, pink, yellow, or red. Emphasize that skin-color differences are interesting and desirable.

Hair

Ask parents to give you a tiny bit of hair from each child. If parents cannot do this, use photographs of different hairstyles and hair-care products for the children to use, explore, and talk about. If parents do give you the hair, paste the hair from each child on a 3" x 5" index card, put them in a box, and ask the children to identify each bit of hair. Talk about how hair has texture and curl. For instance, some people have fine hair while others have coarse hair. Some people have straight hair, and others have curly hair. Talk about how people have different hair colors and lengths. Take a photo of each child's face and make a collage of different hairstyles.

Music and Dance

Ask parents to lend you recordings of music that their family enjoys. Teach the children songs and dances from different nations of the world. Children will begin to see that all people like to sing and dance, but every group has its own special ways of doing it. Talk with the children about how

different music sounds: loud, soft, fast, or slow. Listen for the different instruments. Again, ask parents if they have any instruments children could listen to or try.

Activities for School-Age Children

Alike and Different

(Thumbprints)

Set out white 3" x 5" cards, a black ink pad, a pen, and a magnifying glass. Ask the children to make prints of their thumbs by pressing them on the ink pad and then on the cards. Label each print with the child's name. Let children use the magnifying glass to see how the prints are alike and different. Point out that everyone has patterns on the skin of their fingers and each person's fingerprints are different from anyone else's.

Listening and Carving

Tell the children that some people from other cultures enjoy carving things from stone. For example, some Inuit artists carve animals out of stone. They pick out a stone and sit with it, spending time with the stone and getting to know it. They listen to the stone, and when they know the stone well, they find the shape or animal that the stone wants to become. Then they begin carving the stone in that shape. Show the children pictures of some of these carved animals if you can find them in an encyclopedia or at the library. Give each child a piece of sandstone (available in art supply stores). Sandstone is a rock made of compressed sand. It can easily be carved by

rubbing the sand off with a plastic knife. Encourage the children to carry the stone with them all morning or afternoon. Tell them that after lunch or the next day they can carve their stone into any shape they want. Encourage them to listen to their stone. Maybe it will tell them what shape it wants to become.

Proverbs and Traditions

Ask children to talk with their families about sayings that are common in their culture or traditions that they have in their families. Choose one broad topic, such as love, birthdays, holidays, or time. Chart the responses to see how different cultures express similar ideas. Children might also be fascinated to compare the different names they use for their grandparents (Williams, 1989). Listen and watch for children's comments that can lead to discoveries about each other.

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Don't Underestimate the Importance of Handwashing

With cold and flu season upon us, it's important to remember that proper handwashing can greatly reduce the chances of getting or spreading germs. The Center for Disease Control states that handwashing is the single most important thing that you can do to keep from getting sick.

You pick up germs from other sources and then can infect yourself when you touch your eyes, your nose, or your mouth. One of the most common ways people catch colds is by rubbing their nose or eyes after their hands have been contaminated with the cold virus. You can also spread germs directly to others or onto surfaces that other people touch. And before you know it, everyone around you is getting sick.

You should wash your hands before you:

- ✓ prepare or eat food; or
- ✓ do any kind of activity that involves putting your fingers in or near your mouth, eyes, etc.

You should wash your hands after you:

- ✓ go to the bathroom or help a child after toileting;
- ✓ change a diaper;
- ✓ blow your nose, cough or sneeze, or wipe a child's nose;

- ✓ play with or touch a pet;
- ✓ handle raw meat; or eat.

What is the correct way to wash your hands?

First, wet your hands with warm water (between 100 to 120 degrees) and apply liquid or clean bar soap.

Next, rub your hands vigorously together and scrub all surfaces, including your wrists and under your fingernails.

Continue for at least 20 seconds or about the length of the alphabet song. It is the soap combined with the scrubbing action that helps dislodge and remove germs. Rinse your hands well.

To keep from getting more germs on your hands, turn the faucets off using a paper towel instead of using your bare hands.

Thoroughly dry your hands with another disposable paper towel. Cloth towels used by other people can put more bacteria back onto your hands.

Enjoy a happy and healthy winter!

22nd Annual Child Advocacy Day

Tuesday, January 27, 2004

- 9:00 a.m. Registration (Capitol Rotunda, Jefferson City-
Enter at the south carriage door.)
- 9:30 a.m. Welcome and Overview of the Day
Opening Remarks
Child Advocate Awards and Presentations
- 10:15 a.m. Participants Select One of the Following Activities:
- Workshops at the Truman Building
 - Visit With Your Senator and Representative
 - Visit the Exhibit Area
- 11:30 p.m. Lunch
- 12:30 p.m. Participants Select One of the Following Activities:
- Workshops at the Truman Building
 - Visit With Your Senator and Representative
 - Visit the Exhibit Area
- 1:20 p.m. March to the Capitol (Convene In Front of the Truman Building.)
- 1:30 p.m. Rally for Children and Families
- 2:15 p.m. CONTINUE VISITS WITH YOUR SENATOR AND REPRESENTATIVE

Items to Remember

- You do not need to pre-register.
- You may attend Child Advocacy Day free of charge.
- Share this information with colleagues, students, and families that you work with.
Encourage them to attend with you!
- Parking is available in the Madison Street Garage for a fee. Free parking is available on the west side of the Capitol (down the hill).
- Call your Senator or Representative in advance to make a 15-minute appointment.
 - Find the name of your senator or representative on the internet at www.state.mo.us.
- Business casual clothing is suggested.

Sponsored by Missouri Alliance for Children, Youth, and Families.
Call Peggy Pearl at (417) 836-5880 or email Michelle Mathews at MathewsM@missouri.edu for further information.

Upcoming Dates & Events

January

March of Dimes Birth Defects Prevention Month

During the month of January, the March of Dimes makes a special effort to increase the public's understanding of the causes and prevention of birth defects, the leading cause of infant mortality.

Information is available online at www.marchofdimes.org or 888-MODIMES.

February

National Children's Dental Health Month

This health promotion is designed to increase awareness of children's dental health issues. Information is available online at www.ada.org/public/news/ncdhm/index.asp or 800-947-4746.

February 10-16: National Child Passenger Safety Week

Information is available online at www.nhtsa.dot.gov.

March

National Nutrition Month

This campaign is designed to focus attention on the importance of making informed food choices and developing sound eating and physical activity habits. Information is available online at www.eatright.org.

Poison Prevention Awareness Month

Information is available online at www.ppsinc.org/poison.htm

Alternate forms of this publication for persons with disabilities may be obtained by contacting the Missouri Department of Health and Senior Services, Bureau of Child Care, P.O. Box 570, Jefferson City, MO., 65102, 573-751-2450. EEO/AAP services provided on a nondiscriminatory basis.



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